



The Application of Geculan Bocah Dance in Improving Children's Social Emotional Development Aged 5-6 Years in Pertiwi Kindergarten, Pakis Sub District, Magelang Regency

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Abstract

The Purpose of this study is to find an improvement in children's social emotional development aged 5-6 years in kindergarten in Pertiwi kindergarten Pakis sub district Magelang regency through Geculan Bocah Dance treatment. A method of this research is experimental research with one group pretest posttest design. In this case treatment is given to children aged 5-6 years which consist of 33 children. Technique of analyzing data is using paired sample t-test. Children's social emotional development aged 5-6 years in Pertiwi kindergarten Pakis sub district at first of 47,24 %. Then Geculan Bocah dance treatment was given. Children's social emotional development aged 5-6 years in Pertiwi kindergarten Pakis sub district increased to 82,12 %. The size of the increase occurring of 34,88%. Conclusion that obtained in this research is: there has been increasing on children's social emotional development aged 5-6 years in Pertiwi kindergarten Pakis sub district Magelang regency.

INTRODUCTION

An early age is a golden age of child development or commonly known as golden age in which in this age the brain cells tissue largely function as controller of any activity and quality of people. When people are born intelligence that sourced from the brain, genetically (potential) it had been determined and having 100 and 200 million neurons brain cells (Semiawan Hartono, 2011: 28). At that time the amazing leap improvements either physically, emotional, and social are happened.

One of the important developments for early childhood is the development of social emotional. The age 5-6 years is the finest period for children to learn to develop the ability of socialization and expressing their emotions positively. Children aged 5-6 year have been change their development of social emotional that characterized by getting more complex intercommunication, so that children can adapt themselves in a continuous.

Standard level of achievement for child development (STPPA) PAUD in 2013 curriculum in Permendikbud no 137 year 2014 on national education standards for early childhood explained that the level of achievement of children's social emotional development aged 5-6 years covering self-awareness, a sense of responsibility for themselves and other people, and pro social behavior. Self-awareness covering on how to show the ability of themselves based on situation, shows prudence to the unknown people then brought belief in right adults, and knowing his own feelings and work them in (to exercise restraint in appropriately). While the responsibility for themselves and others covering on knowing his right, obey a class rules (activities, rules), self-regulating, and responsible for his behavior for their own good.

Pro-social covering on play with peers, know their friends' feeling and respond it fairly, shared with others, appreciate the right/opinion/the work of others, using a technique that socially accepted in solving the problem (using insight to solve problems), be cooperative with friends, demonstrate the tolerant attitude, expressing emotions in accordance with their condition that is (happy, sad, enthusiastic etc), and knowing the karma and manners in accordance with social values at local culture.

The reality in institutions that had been done by observation there are attitude that were lacking but performed by the children, including showing power, quarrel, aggressive, competition, selfish, negativism (refused). Mannerisms power

is a kind of behavior to master social situation, dominated the situation. Fight with their peers that ordinary triggered by offended or bothered of attitudes and behaviors of other child, such as being harassed while working on something or being grabbed by the goods or toys. Aggressive behaviour is usually done by attacking others either directly or indirectly, vengeful, opposed or disobedient to the authorities, and likes to deny. Competition in the form of social relations as a contest, the opponent is a rival who must be defeated, enrich themselves.

Selfishness is an egocentric attitude in fulfilling its desires. Whatever his wishes must be fulfilled. Negativism is a behavior that occurs as a reaction to the application of discipline or the demands of parents or the environment that is not in accordance with the will of the child, such as children are difficult to be control when in class. The teacher asked them to silence, but they are hard to keep quiet. This happens because many factors for instance children want to be the center of attention by the surrounding environment, not accepted by the peer group. The phenomena that often happen are some of the children cannot do the task given by the teacher, then they tend to go out to meet their mother who stay out of the class and ask their mother to come in and help them do the task. It still happens a lot. Children do not want to try to ask their friends first or directly ask the teacher. Hence, the socialization with their friends is less, as a result the children will difficult to work with his friends.

The ability of social behavior must also be owned by every individual since early childhood, because it can be used as the foundation for developing the ability of children to interact with the environment (Mutmainah, 2012). The importance of socialization and social interaction is the early stage and foremost goal in life in the community. The results of the socialization are then developed more widely (Pangaribuan, 2017). Social development is closely related to emotional development, the improvement of the emotions, the enchancement of behavior will be done by the students to other people (Muzzaroh and Fachriyyati, 2015)

One of the activities that can be used to enhance social-emotional development is by art form. Art as a means or tool to form students to become human skilled, conscious culture, sensitive, creative, fit, elegant and can meet the needs of children to actualize themselves (Hartono, 2012: 5). Art form are various for example dance, music, art, etc. In this study the writer used dance, especially the dance for children. The kindergarten are expected to express their emotions or feelings,

and they can express their own life experiences through dance.

Dance is a human thing and in many ways expressed with expressive movements, it can be seen as the universal language of children and used to discover and to learn about their world, make meaningful experiences, and express reactions and ideas to others in accordance with situation (Hana, 1970).

Through dance activity, the children are also taught to take responsibility for the task assigned to them. The responsibility in this case is the children are able to complete the assigned task. Children can refine their intra and interpersonal skills through dance. Dance should be taught from childhood, from childhood. Dance that is taught of course dance for children. Through the dance, they are invited to be creative, to be coordinate with their friends and to be learn to tell stories through dancing. Through dance, children can learn while playing.

The selection of *Geculan Bocah* dance because the dance was created for children. Movements that exist in the dance is also often done by children in daily life. *Geculan Bocah* dance is one of dance creations that should be dance in a group, thus children are required to work with friends. This activity can help the social-emotional development of children. The warfare movement is more dominant in enhancing the emotional social development of children because in warfare it tries to avoid arguments, to reduce aggressive behavior, to make healthy competition, and to eliminate defiance. The warfare movements train the children to compete healthily in a match. The match is divided into two groups or camps, when there are losers in the game the child performs a strike (sling) so that the loser must hold the winner. It teaches the children to fulfill the promise and not rebel.

Based on the description above, the writer interested to examine the "The Application of *Geculan Bocah* dance for Improving Social-Emotional Development of 5-6 years of age in TK Pertiwi Pakis Pakis Sub-district Magelang Regency".

The research problem is focused on the discussion regarding "is there an increase in social-emotional development of children aged 5-6 years in TK Pertiwi Pakis with the application of *Geculan Bocah* Dance?"

The purpose of this research is to find the improvement of emotional social development of children aged 5-6 years in TK Pertiwi Pakis with the application of *Geculan Bocah* Dance.

This research is expected has benefits and

uses in good education on a regular basis directly or indirectly. Theoretically this research is expected to be useful for the repertoire of science, especially for the Department of Early Childhood Education in providing a clear picture of the effect of *Geculan Bocah* Dance on emotional social development of children aged 5-6 years in TK Pertiwi Pakis Sub-district Magelang Regency.

For the institution, this research is expected to help the social emotional development for 5-6 years old children in Pertiwi Pakis kindergarten of Pakis sub-district of Magelang regency. For the teacher, this research is able to improve teacher's professionalism in Pertiwi Pakis kindergarten of Pakis sub-district of Magelang regency. For the students, their social emotional development can be monitored by the teacher. For the researcher, he/she can also find out the increase of 5-6 years old children social emotional development through the implementation of *Geculan Bocah* dance.

METHOD

In order to get the data then this research need a method or way in collecting the data. The researcher used an experimental research method. The method used is *One-group pretest-posttest design*. *One-group pretest-posttest design* is an experiment that carried out in a single group without a comparison group. This is the perfect model because it used a beginning test so that the effect magnitude of initial tests of the experiment can be certainly known (Arikunto, 2010: 212). Data analysis technique used is *Paired Sample t-Test correlated samples* (t-test related sample).

RESULTS AND DISCUSSION

This research was conducted in Pertiwi Pakis Kindergarten with the sample used was 33 children in class B, consisting of 19 boys and 14 girls. A pretest was conducted before the treatment done. The treatment was done 12 times then performed posttest. The pretest results indicate 21 people were in the undeveloped category with interval score of 33-49 and a percentage of 63.63%. 12 people were in still developing category with interval score of 5-65 and a percentage of 36.36%. After that the normality test data was conducted. α value used was 0.05. Based on the results obtained significant scale and for pretest experimental class was 0.512. Because $\text{sig} > \alpha$ then H_0 was accepted. Thus, the data distribution was normal.

Based on the posttest result showed that 1

person was in still developing with interval score of 50-65 and percentage of 3.03%. A total of 7 people were in the developing category as expected with interval score 66-81 and percentage of 21.21%. A total of 25 people were in the developing category as expected with interval score of 82-97 and percentage of 75.75%. After that, the data normality test was conducted. A value used was 0.05. Based on the result obtained significant scale and for posttest experimental class was 0.124. Because $\text{sig} > \alpha$ then H_0 was accepted. Thus, the data distribution was normal.

The mean test results showed there was enhancement of social emotional development of children aged 5-6 years old before giving the treatment that social emotional development of children at 47.24, after receiving treatment increased to 82.12. As for the increase in social emotional development of children were 34.86.

When it being observed more, social emotional development of children in the class B Pertiwi Pakis kindergarten of Pakis sub-district of Magelang Regency develop better after given the treatment in the form of *Geculan Bocah* Dance. The result of the research showed because from pedagogic dance concept, it can challenge the students in raising their social emotional and preventing boredom, so that the students will be actively participating in the learning process (Eki, 2015). Dance also can stimulate the children's motivation to engage in learning seriously, and full of joy that can improve social emotional of children where children can learn to interact with others, practice to share with others, increase the social tolerance, and learn to take an active role give social contribute for the group.

Research conducted by Milawaty Eki entitled Improving Children's Social Emotional through Dance Creation in Group B at Negeri Pembina Sipatana Kindergarten of Gorontalo had concluded that the creation of dance can improve children's social emotional in group B at Negeri Pembina Sipatana Kindergarten of Gorontalo. It can be seen from the significant improvement in children's learning completeness from the two cycles which had been conducted, indicated by children's learning completeness in first observation of 25% increased to 65% in the cycle I, and increased to 85% in the cycle II.

Dance implications in children's social emotional includes several things such as children have self-esteem, cultivate nature brave, foster a sense of independence, create a sense of want to share, help, and help the others, be a creative children, discipline, and be able to control emotion (Mulyani, 2016).

Although this research had been implemented well, but it still had its limitations. The research's limitation in this case was related to the treatment was given only twelve sessions, if there was a long time in giving the treatment, the result will be better and maximum, and children's social emotional development documentation when learning should be provided with a video, but the existing documentation only in the form of photos.

CONCLUSION

Based on the research that had been conducted, it can be concluded that there is an increase in social emotional development of children aged 5-6 years in Pertiwi Pakis kindergarten of Pakis sub-district of Magelang regency academic year 2016/2017. As for the increase of 47.24 into 82.12 The magnitude of the increase in social emotional development of 5-6 years age children in Pertiwi Pakis kindergarten of Pakis sub-district of Magelang regency 2016/2017 school year was 34.88.

Suggestions

Based on the research in Pertiwi Pakis Kindergarten, then proposed some suggestions to teachers, should introduce culture in Magelang regency, especially dance in the regency of Magelang. For schools, dance activities should be held at Pertiwi Pakis Kindergarten of Pakis sub-district of Magelang regency. For further research, it should be able to follow up this research with different variations and improvements. Such variation example in terms of the other stages of the child's age.

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